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ABSTRACT

This publication contains field tested learning activities which will help secondary students develop basic skills while learning about Asian history, culture, and geography. The activities can be used or easily adapted by teachers in any Asian studies course. The publication is organized by the skills taught. These are: reading; applying problem-solving and critical-thinking skills to social issues; interpreting maps and globes; and understanding time and chronology. Activities to develop skills in reading about Asia involve students in defining Asian studies terms (e.g. caste, Buddhism); identifying keywords; classifying sources of information; answering information questions; and answering objective questions. To develop critical thinking about Asia, students analyze a retrieval chart on Communist Party membership in China, India, and Japan; solve word mazes on the names of major cities in China and nations in Asia; compare Asian countries in terms of Gross National Product; read about a family in India and write down the important facts; and judge values. In learning to interpret the geography of Asia, students describe regions of Asia; learn to draw inferences about the location of places; learn to assess places which have a similar geography; and analyze how Asia is reported in the news. Activities to help students understand the history of Asia involve them in learning about how different cultures learn about time; making a timeline; assessing similar ideas in Asia and in the U.S.; and correlating events in Asia and Europe. A student test is included in the appendices. (Author/RM)

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Basic Skills in Asian Studies

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The Peoples of Asia

Asia is all things to all people. From the golden-sand beaches in Thailand to the snow-clad mountains of Japan to the preserve of the Soviet bear to the oil-rich lands of Islam, Asia is a land of marked diversity, traditions, and change. By 1980, the peoples of Asia were far more free from foreign pressures than at any time since the beginning of colonial times. One country--Kampuchea, was under foreign domination by Vietnam. But the other countries continued to develop their own forms of government, society, and culture. The timelessness of the past is not forgotten in their quest of the timeliness of today.[1]

For elementary and secondary students, study of the peoples of Asia also offers an opportunity to awaken themselves to the timeless and timely in Asia and the world. One would be hard pressed to find a parallel to the development of Asian cultures. In Chinese culture, for example, Confucianism was given shape in the fifth and fourth centuries B.C. and was still vigorous at the time of the American Revolution. In contrast, Chinese Communism is a newcomer although its timely presence may yet be engulfed by the timeliness of Confucianism. Both China's past and present are marching toward the year 2000.

One way for students to become informed about the Chinese and other cultures of Asia is by development of basic skills.[2] Unfortunately, in recent years, there has been a significant decline in mastery of skills by social studies students. The decline is most marked by secondary students in contrast to no significant change by elementary students. Between 1972 and 1976, for example, the National Assessment of Social Studies indicated a significant decline for 13-year-olds and 17-year-olds but not for 9-year-olds.

The decline for 13-year-olds was greater than the decline for 17-year-olds.[3] Clearly, a skills program for secondary students is a priority of social studies education.

This priority has been recognized at local, state, and national levels. An increasing number of professional conferences provide sessions for teachers to acquire teaching strategies and see the wide variety of commercially available materials for teaching social studies skills. In addition, the need to develop basic social studies skills has attracted more discussion in the professional literature. Although suffering from the same identity crisis which afflicts other aspects of social studies, development of basic skills is usually deemed essential in most curricula.[4]

Towards this end, an effective skills program develops both general and specific skills. Ten general skills are usually recommended to be developed. Eight of these skills are shared with other subjects; two skills are considered a primary responsibility of social studies education.[5] The eight shared skills are:

Locating information;

Organizing information;

Evaluating information;

Acquiring information through reading;

Acquiring information through listening and observing;

Communicating orally and in writing;

Interpreting pictures, charts, graphs, and tables;

Working with others.

The two primary skills are:

Reading social studies materials;

Applying problem-solving and critical thinking skills to social issues.

In Asian studies, general skills are typically associated with an "inquiry" model of thinking.[6] According to this model, general skills in Asian studies can be developed in any curricula.[7] Recent discussion of skills education affirms preference for development of general skills in the context of decision-making.[8] In this context, Asia is regarded as content for a common way of inquiry. The range of appropriate learning activities is presumably global. But in practice, recommended learning activities seldom include Asian content except at the lower levels of inquiry.[9]

Moreover, common sense is typically applied in carrying out recommended learning activities. When confronted by different information about Asia, teachers of inquiry tend to process the information by analogies with the American experience. Study of the Japanese family, for example, often excludes the significant cultural differences between the family in Japan and in the United States. This misperception results in misunderstanding the family and Japan. Accompanying skills outcomes tend to be indeterminate and vague.

Further, explicit references to Asia are few and usually negative. Current references to Asia, for example, include pertinent information in a table of military powers, a position paper on establishing diplomatic relations with the People's Republic of China by the United States, and role playing the "decision" that resulted in dropping of the "atom" bomb during World War II. These few recommended learning activities suggest that Asia is a terra incognita in general skills education.

Specific Skills

In addition to the ten general skills, two specific skills are also recommended to be taught. The two specific skills are primary skills; they are:

Interpreting maps and globes;

Understanding time and chronology.[10]

Specific skills in Asian studies are typically associated with a "disciplines" model of thinking, especially with the disciplines of geography and history. In this context, Asia is regarded as content for the development of inquiry distinctive to each discipline.

The variety of learning activities for developing specific skills is usually great. But in practice, recommended learning activities seldom included non-Western content in more than one discipline. Implicit rather than explicit references to Asia are more numerous. Especially in geography, recommended learning activities which develop specific skills imply a global perspective. Quite different is the Western perspective implied by recommended learning activities which develop specific skills in history.

Yet, both disciplines claim that Asia is "covered" by their distinctive skills. The claim is supported by use of uniform maps, globes, and timeliness in developing specific skills. Unfortunately, use of these devices encourage uniform processing of information about Asia. As a result, acquisition of easily manipulated abstractions about Asia is often substituted for precision in the classroom. Reliance upon uniform devices also encourages processing of information about Asia with older ideas. Some learning activities, for example, process information about "when" by developing skill in using a uniform timeline. This device expresses well the observation of Sophocles that:

All things the living and countless lapses of time
Bring forth, displays, then hides once more in gloom.[11]

An "Advance" to the "Basics"

Accordingly, a "return" to these "basics" does not bode well for skills education nor Asian studies. Judging from recommended learning activities, the "basics" include little Asian content. Common sense is used in viewing darkly the terra incognita of Asia. Recommended learning activities for developing general skills enable a student to learn about the homeostatic world of the West. Uniform devices used in developing specific skills are mirrors rather than windows to the world or Asian cultures.

In contrast, increased study of Asia provides several take-off points for an "advance" to the basics in skills education. Inclusion of more Asian content in learning activities makes possible more precise and global skill development. Appropriate learning activities include more Asian content at different levels and stimulate different ways of inquiry in the development of general skills. They employ different devices for processing information about Asia in the development of specific skills.

One take-off point is a single topic which serves as the content for development of basic skills. A study of bamboo, for example, can serve as a take-off point for the development of general and specific skills. Illustrative learning activities are described below for developing each skill.[12]

General Skills	Illustrative Learning Activities
Locating information about Asia	Students locate information in references which describes where bamboo is found, major characteristics, growth patterns, and several uses of bamboo.
Organizing information about Asia	Students organize information about bamboo by making a chart of information acquired previously.
Evaluating information about Asia	Students evaluate information about bamboo by listing examples which illustrate fact and fiction about bamboo.
Acquiring information through reading about Asia	Students acquire information about bamboo by reading C. Lucas "Bamboo--Wood of 1001 Uses" Reader's Digest, May 1976, pages 23-24.
Acquiring information about Asia through listening and observing	Students acquire information about bamboo by viewing a slide presentation on the manufacture of bamboo products.
Communicating orally and in writing about Asia	Students communicate orally and in writing by presenting a report on the uses of bamboo. The oral report is accompanied by a demonstration, the written report by drawings.
Interpreting pictures, charts, graphs, and tables about Asia	Students interpret pictures by comparing photographs and paintings which include bamboo.
Working with others on projects related to Asian cultures	Students work with others by planting and caring for bamboo in the classroom.

General Skills	Illustrative Learning Activities
Reading about Asia	Students read appropriate books which include information about bamboo.
Applying critical thinking about Asia	Students apply critical thinking skills to social issues by analyzing the reasoning of the following statement--"Bamboo is as practical as the wheel and as necessary as air."
Specific Skills	
Interpreting the geography of Asia	Students interpret maps and globes by contrasting the climate in areas where bamboo is grown with the climate in areas where bamboo is not grown.
Understanding the history of Asia	Students understand time by completing a story about the disappearance of bamboo from China as an example of the "Mandate of Heaven." Students complete the story by describing necessary changes in everyday life of the Chinese and in the government of an unjust emperor.

A second take-off point is infusion of different topics about Asia which serve as the content for development of primary social studies skills. Illustrative learning activities are described below for developing each primary skill.

Primary Skills	Illustrative Learning Activities
Reading about Asia	Students read appropriate materials on Asia and define keywords which provide insight into society and culture.
Applying critical thinking about Asia	Students apply critical thinking skills about Asia by classifying examples of everyday life, art, and religion in Western and Asian cultures as different or similar.
Interpreting the geography of Asia	Students interpret maps and globes by devising an appropriate key for outline maps of regions in Asia.
Understanding the history of Asia	Students understand chronology by completing a chart indicating relevant information about the Five Agents described in the Asian traditions.

The second take-off point is illustrated further by Basic Skills in Asian Studies. Twenty learning activities are described for developing primary social studies skills. Five learning activities are described for developing each primary skill. For developing skill in reading about Asia, learning activities focus upon:

1. Defining Terms in Asian Studies;
2. Identifying Keywords in Asian Studies;
3. Classifying Sources of Information in Asian Studies;
4. Answering Information Questions in Asian Studies;

and 5. Answering Objective Questions in Asian Studies.

For developing skill in applying critical thinking about Asia, learning activities focus upon:

6. Making Retrieval Charts in Asian Studies;

7. Solving Wordmazes in Asian Studies;

8. Comparing Economic Units in Asian Studies;

9. Determining Important Facts in Asian Studies;

and 10. Judging Values in Asian Studies.

For developing skill in interpreting the geography of Asia, learning activities focus upon:

11. Describing the Regions of Asia;

12. Drawing Inferences about the Location of Asia;

13. Assessing Similar Places in Asia;

14. Viewing Asia in the News;

and 15. Reviewing the Geography of Asia.

For developing skill in understanding the history of Asia, learning activities focus upon:

16. Telling about Time in the Asian Traditions;

17. Making a Timeline of Asian History;

18. Assessing Similar Ideas in Asia and the United States;

19. Correlating Events in Asia and Europe;

and 20. Reviewing the History of Asia.

The content of the learning activities is drawn from Asian studies. In developing general skills, learning activities 1. - 6., 8., and 10. focus on examples which illustrate different peoples of Asia. In developing specific skills, learning activities 11., 13. - 16., 17., and 20. also focus on examples which illustrate different peoples of Asia. Emphasis is placed upon the major cultures of Asia in other learning activities. Learning activities 7. and 19. focus upon China; 12. and 16. on Japan, 9. and 18. on India.

In carrying out the learning activities, the following procedures are recommended:

1 Allow adequate time for teaching;

2 Provide an encouraging instructional environment;

3 Teach each skill in small steps;

4 Correct student mistakes;

5 Have students practice each skill;

6 Recycle students through the new materials until they achieve mastery;

and 7 Evaluate student classwork with a pretest and posttest.[13]

Basic Skills in Asian Studies is useful for implementing procedures 3, 5, and 7.

To implement procedures 3 and 5, five learning activities are provided for developing each primary skill. Limited to two pages, each learning activity is a self contained module of instruction. On one page, each learning activity is introduced with a Description of a small step towards acquiring each primary skill. On the second page, each learning activity provides two opportunities to practice the primary skill. Entitled Test Yourself, these opportunities are intended to provide practice and stimulate class discussion of the learning activity.

To implement procedure 7, a Checklist and a Test are provided to evaluate student classwork. The Checklist is a pretest of a student's knowledge of the four primary skills. It is divided into four parts; each part focuses upon a primary skill. On the Checklist, a student is asked to respond to five items which pertain to each primary skill. The student responds with a "yes," "no," or "sometimes." "Yes" responses may indicate further development is not necessary. "No" and "sometimes" responses indicate further development

is necessary during the study of Asia.

The Test is a posttest of a student's knowledge of the four primary skills developed by the twenty learning activities. It is divided into four parts; each part focuses upon a pirmary skill. On the Test, a student is asked to respond to ten items which pertain to each primary skill. The student responds by making the best possible choice among four answers to multiple choice question. The correct answer to the question is circled on the Test. The Test is also divided into two levels of achievement. Level I requires recall of the primary skill; Level II requires application of the primary skill. Twenty items are associated with each level.

The table of specifications for the Test is indicated below for skill content and skill level by item number.

Skill Content	Skill Level I	Skill Level II	(Total)
Reading Materials on Asia	1,3,7,8,9	2,4,5,6,10	10
Applying Critical Thinking about Asia	11,13,14,17, 18	12,15,16,19, 20	10
Interpreting the Geography of Asia	21,22,25,27, 29	23,24,26,28, 30	10
Understanding the History of Asia	31,33,35,37, 39	32,34,36,38, 40	10
(Total)	20	20	40

Basic Skills in Asian Studies was field tested with secondary students enrolled in the Northern University High School division of the Malcolm Price Laboratory School, University of Northern Iowa, Cedar Falls, Iowa 50613. Adapted to student maturity, these materials were used in several ways. The checklist was used to determine the need to emphasize particular skills.

Learning activities were infused during a unit on Asia and were a "text" for a separate skills class. The test was used as an independent evaluation measure. Other ways to develop primary social studies skills in Asian studies can be readily devised by the creative teacher.

To aid the teacher in this task, a list of References concludes Basic Skills in Asian Studies. On the list, a reference is provided for additional information on the skill developed by each learning activity. Together, they suggest Asia will not remain a terra incognita in skills education. Moreover, they affirm skill development is basic during a study of Asia. Focusing upon the primary social studies skills, they offer hope that the serious decline in skill development can be abated with an appropriate advance to the basics in Asian studies and other social studies.

How secondary students are to learn about the world on one's own is one of the more important questions facing the social studies teacher. One answer to this question in Asian studies is by development of primary social studies skills during a study of Asia. Development of reading, thinking, geography, and history skills results in genuinely global knowledge of the many peoples of Asia; it enables students to become amphibians across the multiple spheres of place and time. Concerned with the heart and mind of each student, basic skills in Asian studies are people's skills; they are the real thing.

Learning Activities to Develop Skill in Reading about Asia

1. Defining Terms in Asian Studies

Description: Asian studies terms are words which have special meaning in Asian studies. In a textbook, Asian studies terms are usually printed in bold type and identified at the end of each chapter. Definitions of Asian studies terms are usually given in a glossary placed at the end of the textbook. The glossary is used as reference for defining Asian studies terms in your own words. A definition of an Asian studies term describes its special meaning, and notes an Asian example illustrating the term. A definition of an Asian studies term is not a date, place, person, nor an institution.

Several words used in Asian studies are noted below in two groups. Some of these words are terms; some are not terms.

Group 1	Group 2
nationalism	Emperor Hirohito
clan	New Delhi, India
daimyo	1978
emperor	Tokyo University
shotgun	United Nations
caste	hostages in Iran
dynasty	0
Islam	Ural Mountains
gamelan	ASEAN
subcontinent	Chinese Communist Party

Test Yourself:

I. Determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

____ 1. All of these words are Asian studies terms.

____ 2. Group 1 is an example of Asian studies terms.

____ 3. Group 2 is an example of words which are not Asian studies terms.

____ 4. Definitions of words in group 1 would probably be found in a glossary of a history textbook.

____ 5. The words "United Nations" would probably be found in a glossary of a geography textbook.

II.

1. Identify nine Asian studies terms. Define each term in your own words and give an example illustrating the term.

Term	Definition (In Your Own Words)	Example

Using your circled words, answer the following questions with a "yes" or a "no."

____ 2. Do the terms have special meaning in Asian studies?

____ 3. Are the term defined in a glossary of a textbook?

4 & 5. Classify four terms as a term pertaining to Asia or a culture in Asia. Give a reason for your classification.

Term	Classification	Reason

2. Identifying Keywords in Asian Studies

Description: Keywords are words which provide insight into society and culture. Some keywords have one or two meanings. Other keywords have several meanings. Usually, keywords are used in explanations of controversial points of views. Many keywords are common words. Often, they confuse beliefs with facts about government, economics, and everyday life. Use of keywords communicates basic beliefs towards society and culture. Often the same keywords have different meanings in different cultures.

In Asian studies, examples of keywords are noted below in three groups.

Group 1	Group 2	Group 3
bureaucracy	Capitalism	family
Communism	colonialism	Buddhism
Democracy	industrial revolution	caste
emperor	modernization	Confucianism
totalitarianism	socialism	Shinto

Test Yourself:

I. Determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

____ 1. All of these words are keywords.

____ 2. Group 2 is an example of keywords which provide insight into government.

____ 3. Group 1 is an example of keywords which provide insight into economics.

____ 4. Group 3 is an example of keywords which are used in explanations of controversial points of view.

____ 5. Keywords communicate facts about society and culture.

II.

1. Circle ten keywords in Asian studies. List the circled words below. Define each word by describing one meaning which provides an insight into Asian societies and cultures and noting an Asian example illustrating the keyword.

Keyword	Definition
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Using the circled words, answer the following questions with a "yes" or "no." Give a reason for your answer.

____ 2. Are the words keywords in Asian studies? _____

____ 3. Do two keywords apply to Asian governments? _____

____ 4. Do two key words apply to Asian economics? _____

____ 5. Do two keywords communicate beliefs about Asian societies and cultures? _____

3. Classifying Sources of Information in Asian Studies

Description: Sources of information in Asian studies can be classified into two groups. One group includes original sources. They are "first hand accounts." They provide eyewitness information about an event when it happened. These sources are classified as primary sources. The second group includes sources which are not original. They are "second hand accounts." They provide other than eyewitness information about an event. These sources are classified as secondary accounts. Primary and secondary are useful as sources of facts. They are not sources of fiction. Fiction is not a source of information which can be classified as a primary or secondary source.

Examples of sources of information in Asian studies are noted below in two groups.

Group 1	Group 2
Quotations from Chairman Mao Tse-tung	A copy of the Treaty with Japan
A Map of Asia	An article in a newsmagazine about the Vietnam War
History of Asian Literature	Definition of a term in a Foreign Language Dictionary
Journal of Commodore Perry	Transcript of an Interview with Indira Gandhi
A Television Comedy Show about the Korean War	A Cartoon of the Prime Minister of Israel

Test Yourself:

I. Circle the primary sources listed above. Underline the secondary sources. Label with the letter F any source which is fiction. Determine if the following statements are true or false about these sources. Mark a + if the statement is true. Mark a 0 if the statement is false.

____ 1. All of these examples are primary or secondary sources.

____ 2. Each of the underlined sources is a first hand account.

____ 3. Each of the circled sources was written by a person involved in the event described by the source.

____ 4. Unlike fiction, primary and secondary sources are true accounts.

____ 5. A history textbook is a secondary source.

II.

1. Make a list of five secondary sources underlined above. Change the title of the source to indicate, if actually written, a primary source of information in Asian studies.

(A) List of Secondary Sources	(B) Changes into Primary Sources
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Using the sources listed in (B), answer the following questions with a "yes" or "no."

____ 2. Does list (B) include sources of information about Asia?

____ 3. Does list (B) indicate first hand accounts?

____ 4. Does list (B) indicate the author was involved in the event described by the source?

5. Use the library and make a list of four secondary and four primary sources in Asian studies which are not included above.

Secondary Sources	Primary Sources
_____	_____
_____	_____
_____	_____
_____	_____

4. Answering Information Questions in Asian Studies

Description: Information questions in Asian studies are questions which ask for general information about Asia. They ask who? what? where? when? how? and why? in regard to events in Asia. Answers to who? questions identify names associated with events. Answers to what? questions identify ideas or objects. Answers to where? questions identify places. Answers to when questions identify dates. Answers to how? questions identify processes of change. Answers to why? questions identify reasons which explain processes of change. Answers to who? what? where? when? how? and why? questions in Asian studies are stated in terms of fact rather than value.

Examples of information questions and answers in Asian studies are noted below in two groups.

Group 1	Group 2
When Japan attacked Manchuria?	How did Hirohito become Emperor of Japan?
Who was the last emperor of China?	Why did India gain its independence after World War II?
New Delhi is the capital of India	Who was the "founding father" of Chinese Communism?
What was the cause of the "Opium War"?	What was the material used to build the dams on the Yellow River?
Commodore Perry "opened" Japan in 1854 A.D.	

Test Yourself:

I. Underline who? questions in the above list. Circle what? questions. Cross out where? questions. Identify when? questions with the letter D. Identify how? questions with the letter H. Identify why? questions with the letter W. Determine if the following statements are true. Mark a + if the statement is true. Mark an 0 if the statement is false.

____ 1. All of these examples are questions.

____ 2. What? questions are more numerous in Group 1 than any other questions.

____ 3. Why? questions are not included in Group 1 or Group 2.

____ 4. Where? questions are answered by identifying dates.

____ 5. When? questions are identified by identifying process of change.

II.

1. Write an example of a who? what? where? when? how? and why? question in Asian studies. Answer each question.

	Question	Answer
Who?	_____	_____
What?	_____	_____
Where?	_____	_____
When?	_____	_____
How?	_____	_____
Why?	_____	_____

Using your examples answer the following questions with a "yes" or "no."

____ 2. Does each question ask about an event in Asia?

____ 3. Is each answer important for understanding Asian studies?

____ 4. Does the answer to the how? question identify a process of change in Asia?

____ 5. Does the answer to the why? question identify a reason which explains a process of change in Asia?

5. Answering Objective Questions in Asian Studies

Description: Objective questions in Asian studies are questions which ask for specific information about Asia. Effective objective questions are clear and definite. They do not have any words which are confusing and misleading. They can be answered with only one correct answer. Objective questions include true or false questions, matching questions, multiple choice questions and short answer questions. A true or false question is answered with "false" if any part of the question is false. A matching question is answered with a correct association. A multiple choice question is answered with the best possible answer. A short answer question is answered with a few words indicating an appropriate name, date, place, or contribution, definition, illustration, or example. A question which asks for general information and is answered in many words is not an objective question.

Examples of questions in Asian studies are noted below in two groups.

Group 1

Discuss the factors that influenced the locations of Kyoto and Tokyo.

The atomic bomb was a decisive factor in the

A. World War I;

B. World War II;

C. Korean War;

D. Vietnam War.

Group 2

True or False: Asia is the largest continent.

Name two instruments used in acupuncture.

The cause of the Korean War was ____

_____

Match the person with the appropriate achievement by drawing lines:

Person	Achievement
Mao Tse-tung	leader of Communist China
I. Gandhi	leader of Japan
Fukuda	leader of India

Test Yourself:

I. Circle the objective questions listed above. Determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

____ 1. All of these questions are objective questions.

____ 2. Group 1 is an example of multiple choice questions.

____ 3. Group 2 is an example of matching questions.

____ 4. Group 1 is not an example of objective questions.

____ 5. Questions 1, 2, 3, and 4 are examples of true or false questions.

II.

1. Write an example of a true or false question (TF), a matching question (M), a multiple choice question (MC), and a short answer (SA) question in Asian studies. Answer each question.

	Question	Answer
TF	_____	_____
M	_____	_____
MC	_____	_____
SA	_____	_____

Using your examples, answer the following questions with a "yes" or "no."

____ 2. Do the questions ask for specific information about Asia?

____ 3. Can the questions be answered with only one correct answer?

____ 4. Is the answer to the multiple choice question the best possible answer.

____ 5. Is the answer to the short answer question expressed in a few words?

Learning Activities to Develop Skill in Applying Critical Thinking about Asia

6. Making Retrieval Charts in Asian Studies

Description: Retrieval charts are charts listing pertinent information on a single topic. Pertinent information is organized by vertical and horizontal columns. Vertical columns are labeled with an appropriate subtopic. In each vertical column, facts are stated briefly. Horizontal columns are labeled with appropriate questions. Questions are answered by the facts listed in the vertical columns. A retrieval chart provides enough information for the user to make a generalization about the topic. The generalization is supported by the facts listed on the retrieval chart.

An example of a retrieval chart on Communist Party membership in the People's Republic of China, India, and Japan is noted below.

Questions	Facts		
	People's Republic of China	India	Japan
1. What is the population of this nation?	942,000,000	600,000	110,000,000
2. How many persons are members of a Communist Party in this nation?	28,000,000	461,000	330,000
3. What percent of the vote did the Communist Party receive in the last election?	No Elections	10	9
4. What is the status of the Communist Party in this nation?	In Power	Legal	Legal
5. Which of the two major Communist nations in the world is favored by this nation?	People's Republic of China	USSR and Neutral	Independent

Test Yourself:

I. In the retrieval chart noted above, circle the facts which support the following generalization: The People's Republic of China is a a major Communist nation in Asia. Determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

____ 1. Facts about Communist Party membership in Asia are listed in the horizontal columns of the retrieval chart.

____ 2. Questions about the Communist Party membership in Asia are listed in the vertical columns of the chart.

____ 3. The population of the People's Republic of China is larger than the population of India or Japan.

____ 4. The Communist Party wins most elections in Asia.

____ 5. Most Asian nations are Communist.

II.

1. Using the retrieval chart, make a generalization about the influence of the Communist Party in Asia. Write the generalization below.

_____

_____

2. Underline the facts which support your generalization.
3. Devise two questions which, if answered, would provide more information about Communist Party membership in Asia. Write the questions below.
4. Answer the questions below.

Questions	Answers
_____	_____
_____	_____

5. Using the expanded retrieval chart, make a generalization about the influence of the Communist Party in Asia. Write the generalization below.

_____

_____

_____

7. Solving Wordmazes in Asian Studies

Description: Wordmazes are mazes of letters which camouflage words. Certain letters are combined to spell words. The words may be spelled correctly or in reverse order. They may be placed in a horizontal, vertical, or diagonal position in a maze. The words may be keywords, social studies terms, names of cities, names of nations, names of leaders, and important facts. In an "easy" wordmaze, a list of the camouflaged words is provided. In a "hard" wordmaze, a list is not provided. Camouflaged words are circled on the social studies wordmaze. Circled terms are defined in the user's own words. Circled names are identified with an achievement or location.

An example of a wordmaze is noted below. The wordmaze includes the names of major cities in the People's Republic of China. These sites are:

PEKING DAIREN SHANGHAI TSINGTAO TIENSIN SIAN
NANKING WUHAN CHUNGKING CANTON HARBIN SHENYANG
TAIYUAN CHENGTU

Q Z J L E I C G R L P P S D W V Q U Q O
B Q D R M Z Y M N E R I A D V W G C R H
L P O E L O O I N Y T I E N T S I N H K
T W N N E H D G M I Q W R T E M X C F O
B S R L T F H Z A E G P J C B E A N S G
K E I D K A F H H N G E V N Q N N A B Z
L C Q N R V G M I J C K Y L T A O H C W
W G G B G N S K Q G R I D O U Y A U H H
S J I N A T G M P V A N N Y R C Q W E L
J N L H I N A X X O K G I V Z W V A N D
Z E S P U K S O H D S A S T K R Y V G R
B R P H O P N P F M T K J N T M X T T Z
U O C A X D T A S I A N K J Z F V K U G
X K Q O C M M Z N B G N A Y N E H S U O

Test Yourself:

I. In the wordmaze noted above, circle the names of the major cities in the People's Republic of China. Determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

____ 1. Some words on the wordmaze are spelled in reverse order.

____ 2. The names of ten major cities are placed in a diagonal position in the maze.

____ 3. This wordmaze is an example of an "easy" wordmaze.

____ 4. Other words on the wordmaze include social studies terms.

____ 5. Cities included on the wordmaze are located in the Republic of China.

II.

1. Locate the fourteen cities on an outline map.

2. Circle the names of nations in Asia included on the wordmaze noted below.

I F X M G E C M R X S Z C K M K P B J N B M H E O Y S O C E
M D W E I I K Z M X C M Y C T S S K D W K J H Q A X H Y O O
I O C X U M X R T A Q N A D V X V H W C E T M F U E H Q Q F
F H L H H D A E E U S S R X Z A J O W L N S T L Q D G C J G
P P T C I E A E C X Z L K R Q Y G Z K K B Q W T D E L F X H
L N G X E N M D D H N N C K D X M I O K O C I A C U E P L B
T M H I L S A P S A N D E Q Y L Q E K L V R H H Y S D B G G
O W U Y N N E V T L G P N I T K F U L R T U E M L E A R S I
W W I Y B W S S Q R K Y K Y W R A U K W W R O A L V Q R E H
B S G K V F I A S Y Z L N A Y E R Y X X D M W L J L H O K E
O E N B R N B K U X Z G A P R Y T E B W V A S A X S W W I F
X I I L A N X R D L M W L Z D I N L E Z E O W Y N Y O P U W
U R K H P K Y H F A U A P Z V E X M Z Y C C X S F S B J B W
E R G Q I X N B D Y L D N M W I F O S O Z S Q I Y G U H H T
G F I S I A I J I L D C I T R N D Y T T D C Y A W E A K N Z
A N I S H I X G J A P A N T E W L O U F R X T K T O O W P L
O S D Q H D L A O F L J Z S G I A N A I M E W I E F M V P D
B T M H A N I O L F R O U I X I V H S E D A L G N A J L H
H Y N I Z I X U H L A F F U K L I R W A N Q V T X V C E H K
E D K K G M L I C O Q G M N J M Q V C P C B W S V T B H T R

3. & 4. List eight names and identify the capital city of each nation.

Nations	Capital

5. Locate the names and capital cities on an outline map.

8. Comparing Economic Units in Asian Studies

Description: One way to compare economic units is to compare nations and companies in terms of Gross National Product (GNP) or Sales. Using these examples, the world's largest economic units include 61 nations and 39 industrial corporations. Based on 1978 data, 18 of the corporations are located in the United States and 21 in other nations. Ranking of nations with corporations does result in double counting as corporation sales are included in a nation's GNP. In addition, rank positions vary due to changes in the exchange-rate. Despite these variations, the overall rankings remain virtually the same.

The rankings of selected nations and companies in terms of 1978 GNP or Sales are noted below:

Rank	Nation or Company	1978 GNP or Sales ($ billions)
1	United States	2,106.9
3	Japan	727.9
6	China	324.0
12	India	105.1
17	Iran	79.1
27	Saudi Arabia	54.5
29	Indonesia	46.2
37	Republic of Korea	35.4
39	Turkey	33.4
48	Taiwan	22.8
50	Philippines	21.9

Test Yourself:

I. Circle the Asian nations on the above list. Determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

____ 1. All of the nations on the above list are Asian nations.

____ 2. Two companies are noted on the above list.

____ 3. The United States is ranked as the number two economic unit.

____ 4. More companies are located in the United States than in other nations.

____ 5. The rankings indicate which nations have higher and lower standards of living.

II.

1. Make a bar graph indicating the relative 1978 GNP or Sales of the Asian nations on the list.

2. If corporations were included on the list, would their rankings be higher or lower than the rankings of the nations in which they were located? _____

Explain your answer. _____

_____

3. If 1979 data were used, would the rankings for companies be different than in 1978? _____

Explain your answer._____

_____

4. Which industry would probably be ranked higher in 1979 than in 1978? _____

Explain your answer. _____

_____

5. Is it correct to say that Asia is an underdeveloped area of the world? _____

Explain your answer. _____

_____

9. Determining Important Facts in Asian Studies

Description: Important facts in Asian studies are facts which require written notes after reading an assignment. Important facts are often indicated by a title, an introduction, boldface print, a summary, and questions included in the assignment. In addition, important facts can be determined by devising questions to be answered from the assignment. By answering the questions in your own words, important facts can be more easily recalled for future use. These questions and answers are written on a single piece of paper. Questions are used to review before a class discussion or test. Answers are used only if the questions cannot be answered readily. Five to ten minutes are usually enough to review the important facts in each assignment.

An example of a reading assignment which contains important facts is noted below. The reading is on the family in India.

> The average family size in most Indian cities is five persons, generally a father, a mother, two children and another relative. (The average family size in rural India is 5.5 but there are many cases of families with up to 10 or 12 members). Sometimes if the father is dead, a brother may assume responsibility as head of the whole or joint family with his mother and perhaps other brothers living in the same house. In the present generation, a modified version of the traditional family is replacing the custom of all sons with their wives and children living in one household with the father as head of the family.
>
> The family has traditionally meant a family conglomerate in which the earnings, resources and talents of all members were pooled and distributed to the members as needed. It also meant that everyone's food was cooked in the same kitchen so that dietary laws were observed by all. The sons worked with the father on his land or in his business; the daughters-in-law assisted the mother-in-law in running the house and the unmarried sons and daughters looked after the little children, studied or did minor household tasks. Each person's place was clearly defined, social activity and religious celebrations revolved around the family. Outside activity was limited to business, marriages and occasional trips to the market.[14]

Test Yourself:

I. Circle the important facts included in the paragraph noted above. Determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

____ 1. There are several important facts in the paragraph.

____ 2. Two important facts are indicated by boldface print.

____ 3. The title describes what is included in the paragraph.

____ 4. The introduction and the summary describe the same important facts.

____ 5. The important facts in the paragraph can be written on one piece of paper.

II.

1. Choose a reading about life in Asia and note 5 important facts. Write the important facts below:

_____

_____

_____

_____

_____

Using your notes, answer the following questions with a "yes" or "no."

____ 2. Is one of the important facts indicated by the title?

____ 3. Is one of the important facts indicated by an introduction?

____ 4. Is one of the important facts indicated by a summary?

5. Devise three questions and answers about the reading. Write the questions and answers below.

Questions	Answers
_____	_____
_____	_____
_____	_____

10. Judging Values in Asian Studies

Description: One way to judge expression of values in Asian studies is to apply the standards upon which judgments are based. These standards are known as criteria. Criteria include a comparison class, a characteristic, and a value term. A comparison class is a general group of similar value objects. A characteristic is some feature of the value objects. A value term is a value appraisal about value objects. Two or more relevant criteria can be combined into a statement of a principle. In Asian studies, statements of principles are basic truths shared by two or more cultures.

Three examples of value expressions in Asian studies are noted below.

> Who knows that one whose dwelling is love, he indeed is a teacher. As he acts, so will he be. He becomes pure by good deeds and bad by bad deeds. Whatever deed he does, that will he reap. Be subdued, give, be merciful. Sacrifice, study, charity, and the first branch of law. The good is one thing, the pleasant another. It is well with him who clings to the good; he who chooses the pleasant, misses his end.

> Hatred does not cease by hatred at any time. Hatred ceases by love. This is an old rule. Do not kill nor cause slaughter. One's own self conquered is better than all other people. Let a man overcome anger by love, let him overcome evil by good; let him overcome the greedy by liberality the liar by truth. A man does not become a Brahamana by his plaited hair, by his family, or by birth; in whom there is truth and righteousness, he is blessed he is a Brahmana. To one in whom love dwells, all in the world are brothers.

> What you do not want done to yourself, do not do to others. Return justice for injury, and kindness for kindness. The tendency of man's nature is good. Wisdom, benevolence, and fortitude, these are the universal virtues. To give one's self earnestly to the duties due to men may be called wisdom. . . . The man of perfect virtue, wishing to be established himself, enlarge others. To be able to judge of others what is nigh in ourselves; — this may be called the art of virtue. Love all men, Know all men.[15]

Test Yourself:

I. In the above examples, circle the value objects; underline the characteristics. Determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

____ 1. The comparison class of these examples is probably people without love.

____ 2. A characteristic of the value object is agression.

____ 3. The word "blessed" is a value term.

____ 4. These value expressions include several criteria.

____ 5. Two or more of these criteria can be combined to form a principle.

II.

Devise two additional criteria about the value object included in the above examples.

1. _____
_____
_____

2. _____
_____
_____

3. Circle the value objects in the criteria.
4. Underline the characteristics.
5. Devise a principle statement derived from the two criteria. Write the principle statement below.

_____
_____
_____
_____
_____

Learning Activities to Develop Skill in Interpreting the Geography of Asia

11. Describing the Regions of Asia

Description: The regions of Asia are areas defined by natural features and cultural similarities. There are five major regions: East Asia, Inner Asia, South Asia, Southeast Asia, and Southwest Asia. East Asia is identified with China, Japan and Korea. Inner Asia is identified with west of the Ural mountains and north of the great cultures of Asia. South Asia is identified with India, and Pakistan. Southeast Asia is identified with Vietnam and Indonesia. Southwest Asia is identified with Turkey and Arabia. Around each of these nations are other units of government which belong to the same region.

The nations and other units of government in four of the regions of Asia are noted below in four groups.

Group I	Group II	Group III	Group IV
Hong Kong	Afghanistan	Burma	Bahrain
Japan	Bangladesh	Cambodia (Kampuchea)	Cyprus
Macao	Bhutan	East Timor	Democratic Yemen
Mongolia	India	Indonesia	Iraq
North Korea	Iran	Laos	Israel
South Korea	Maldives	People's Democratic Republic	Jordan
People's Republic of China	Nepal	Malaysia	Kuwait
Republic of China (Taiwan)	Pakistan	Philippines	Lebanon
	Sri Lanka	Singapore	Saudia Arabia
		Thailand	Syria
		Vietnam	Oman
			Qatar
			Turkey
			United Arab Emirates
			Yemen

Test Yourself:

I. In the above groups, circle four nations from each group. Use an atlas and locate these nations on an outline map. Determine the answers to the following questions. Mark a + if the answer is true. Mark a 0 if the answer is false.

____ 1. Units of government in Group 1 are located in South Asia.

____ 2. Units of government in Group 2 are located in East Asia.

____ 3. Units of government in Group 3 are located in Southeast Asia.

____ 4. Units of government in Group 4 are located in Southwest Asia.

____ 5. A region of major importance in Asian studies is Inner Asia.

II.

1. Underline two units of government from each group. Use an atlas and locate the units on an outline map. Identify the name of a major city in each unit and the region with which the unit is associated.

Unit of Government	Major City	Region

Answer the following questions with a "yes" or "no."

____ 2. Two of these units of governments are nations.

____ 3. Two of these units of government are cities.

____ 4. Two of these units of government are former colonies.

____ 5. Two of these units of government are members of the United Nations.

12. Drawing Inferences about the Location of Asia

Description: Inferences about the location of Asia are conclusions based upon available evidence. They can be classified into two types: Type 1 and Type 2. Type 1 inferences are implications based upon hints. These inferences are made indirectly from information. Type 2 inferences are deductions based upon facts. These inferences are made directly and result in logical conclusions. Different inferences are possible by different people. Some make Type 1 inferences; other make Type 2 inferences. Given the same information, several may make different Type 1 and Type 2 inferences. In drawing inferences about the location of Asia, Type 2 inferences are more useful.

An example of available evidence about the location of one nation in Asia is noted below. The nation is Japan.

> Japan is an elongated archipelago consisting of 1,042 islands with a land area of 143,000 square miles; only four of these islands, however, are of major size. Japan is located off the coast of Asia. It extends over 18° 30' of latitude from the 27th to the 45th parallel north (the distance from Key West, Florida to Nova Scotia on the Atlantic coast of North America.) The islands are located at the meeting point of the great ocean currents of the Pacific, and lie partly in the subtropical zone and partly in the temperate zone. The southernmost islands are on the tropical monsoon belt of Asia, there being no intermediate desert between the tropical and subtropical zones on the eastern face of the continent. The archipelago consists of a series of mountain tips rising from the Pacific. In the four major islands, 75 percent of the land surface is covered by mountains which are heavily watered and contain numerous deep-cleft valleys. The plainlands are noncontinuous.

Test Yourself:

I. A student read the above evidence of the location of Japan and made the following inferences:

Inferences

1. Japan is larger than the United States.
2. Japan is an island nation.
3. The British Isles extend over a greater number of degrees of latitude than Japan.
4. Japan's location is significant.
5. Japan's location is an asset in obtaining fish.
6. Japan has an exceptional wealth of plant life.
7. Japan has a similar climate.
8. Japan has little arable land.
9. Japan has limited potential for development of hydro-electricity.

Circle the student's Type 1 inferences. Underline the student's Type 2 inferences. Draw a line through the conclusions which are neither Type 1 nor Type 2 inferences. Determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

____ 1. Type 1 inferences are based on facts and logic.

____ 2. Type 2 inferences are based upon hints.

____ 3. The above inferences are about the history of Japan.

____ 4. All of the above are about the geography of Asia.

____ 5. All of the above inferences are either Type 1 or Type 2 inferences.

II. Use three dictionaries of geography and make inferences about the location of another Asian nation.

1. _____

_____

2. _____

_____

3. _____

_____

Answer the following questions with a "yes" or "no."

____ 4. These inferences are based on facts.

____ 5. These inferences are based upon logic

13. Assessing Similar Places in Asia

Description: Similar places in Asia are places which share one or more features in common. These features may include climate, size, type of government, amount of industry, and relative importance. Places with two or more features in common are probably similar in other features. Places with more features in common are more similar than places with less features in common. Similar places are compared to each other. Places with less features in common are different places. Different places are contrasted to each other. Whether similar places in Asia are actually similar requires investigation in depth.

Examples of places in Asia which may be similar are noted below in two groups.

Group 1	Group 2
Washington, D.C., Sao Paulo, New Delhi	Asia, Africa, Middle East, Europe, North America
Pakistan, Japan, Korea, Tanzania, Iran	India, Indonesia, Japan, People's Republic of China, Phillippines
Tokyo, Kyoto, Nara, Shikoku, Hiroshima	Great Wall, Grand Canal, Yellow River, Hong Kong, Taipei
Indonesia, Japan, Sri Lanka, Taiwan Pakistan	Taj Mahal, Ganges River, New Delhi, birthplace of Buddha, Singapore
Japan, North Korea, People's Republic of China, Vietnam, Mongolia	Afghanistan, Burma, Cambodia, Malaysia, Thailand

Test Yourself:

I. In the above list, four places share several features. One place does not share these features. Circle the places which do not share these features. Determine the answers to the following questions. Mark a + if the answer is true. Mark a 0 if the answer is false.

____ 1. Places in Group 1 and Group 2 are similar places.

____ 2. Places in Group 1 are nations and cities.

____ 3. Places in Group 2 are continents and cities.

____ 4. A feature common to Group 1 is climate.

____ 5. The circled places are not similar places.

II.

1. List 5 circled words below. Identify three other places which have a common feature with the circled word. Identify the common feature.

Circled Word	Similar Places			Common Feature

Using each group of four places, answer the following questions with a "yes" or "no."

____ 2. Do the four places in each group share a common feature?

____ 3. Is more investigation required before concluding the four places in each group are actually similar?

4. & 5. Identify five other places and note an important feature of each place. Identify three other similar places which share this feature.

Place	Important Feature	Similar Places		

14. Viewing Asia in the News

Description: News about Asia is reported by newspapers, newsmagazines, radio, and television. In their reports, some places in Asia are more often noted than other places. These places may seem more important than they really are. The reporter's choice of these places reflect bias, human interest, and ignorance of other important places. As a result, these places in Asia are more visible. Although more visible, news about these places in Asia may not be more significant than news about other places in Asia. Viewing Asia in the news often leads to a distorted view of the real world of Asia.

Examples of visible places in Asia are noted below in two groups.

	Group 1	
Saigon	Tokyo	New Delhi
Hong Kong	Jerusalem	Peking
Hanoi	Beirut	Seoul
	Group 2	
Bahrain	Cyprus	Iraq
Burma	Cambodia	China
Indonesia	Japan	
*Israel	Jordan	*Lebanon
*Oman	Korean, North	Korea, South
Laos	Malaysia	Mongolia
*Qatar	*Saudi Arabia	Syria
*United Arab Emirates	Yemen, Arab Republic	Yemen, People's Democratic Republic
Philippines	Singapore	Taiwan
Thailand		

Test Yourself:

I. In the list noted above, circle 10 places which have been noted in the news. Determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

____ 1. Group 1 is a group of cities located in Asia.

____ 2. Group 2 is a group of countries located in Asia.

____ 3. The circled places have been noted in the news.

____ 4. Places in Southeast Asia seem more visible than places in Southwest Asia.

____ 5. Places in East Asia seem more visible than places in South Asia.

II.

1. Choose 5 circled places and note them below. Identify one event which made each place newsworthy.

Places	Events

Answer the following questions with a "yes" or "no."

____ 2. These places were noted in the news for their human interest.

____ 3. These places are located in East Asia.

____ 4. These places are significant places today.

5. Places marked with an asterisk (*) are places which are among the ten nations which spent the most money per capita for military security in 1974. Devise an hypothesis which might explain why these places are in the news. Write your hypothesis below.

15. Reviewing the Geography of Asia

Description: In reviewing the geography of Asia, facts about places are especially important to recall. These facts indicate where important events occurred. They may be indicated by city, county, state, region, nation, and continents. They may also be indicated by natural features including mountains, deserts, bodies of water, climate, and manmade features including transportation systems, and buildings. Different people use different names for the same places. As a result, names of places are not always precise indicators of where events occurred. But an event is always identified by where it happended.

Examples of important places in the geography of Asia are noted below in three groups.

Group 1	Group 2	Group 3
Asian members of the United Nations	Ocean	People's Republic of China
major cities of Asia	Rivers	India
provinces of China	Islands	Indonesia
states of India	Regions	Japan
prefectures of Japan	Mountain Ranges	Bangladesh
		Pakistan
		Vietnam
		Philippines
		Thailand
		Turkey

Test Yourself:

I. In each group, circle two places where important events occurred. Note each circled place, a specific example of the place, and one event which occurred at the place.

Places	Examples	Important Event

Determine the answers to the following questions. Mark a + if the answer is true. Mark a 0 if the answer is false.

____ 1. Places in group 1 are natural features.

____ 2. Places in group 2 are <u>not</u> places where important events occurred.

____ 3. Important events occur in places indicated by natural features and man-made features.

____ 4. The names of the circled places are precise indicators where events occurred.

____ 5. Events need not be identified by where they occurred.

II. Listed in Group 3 are Asian places ranked according to population. Locate the places on an outline map. Label the major features on the map. Answer the following questions:

_____ 1. Which Asian place is the largest in population and physical size?

_____ 2. In which region of Asia is the place located?

_____ 3. Identify the next most populous Asian nation east of this place.

_____ 4. Identify the next most populous Asian nation southwest of this nation.

5. Describe a current event in three Asian nations. Write your description below.

Nation	Date	Current Event

Learning Activities to Develop Skill in Understanding the History of Asia

16. Telling about Time in the Asian Traditions

Description: In telling about time in the Asian traditions, time recognized in different ways in different cultures. Time is recognized by current events, historical events, and events of the imagination, each Asian culture has its own way of telling time which may be shared by another culture. In the Chinese tradition, for example, time is told according to experiences with the basic elements of nature. In the Indian tradition, time is told according to experiences with the basic elements of spirit. In the Japanese tradition, time is told according to experiences with the basic elements of environment. These special ways of telling time may be expressed in history, philosophy, and poetry.

Four examples of one way of telling about time are noted below.

My hut in spring!
  True, there is nothing in it-
    there is everything.

The summer grasses-
  Of brave soldier's dreams
    the aftermath.

Bright the full moon shines:
  on the matting of the floor
    shadows of the pines.

Mountains and plains,
  all are captured by the snow-
    nothing remains.[16]

Test Yourself:

I. In the above examples, circle the words which identify an experience of time. Determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

____ 1. The circled words identify cultural experiences with time.

____ 2. The examples illustrate probably the special way of telling time in India.

____ 3. The examples illustrate probably the special way of telling time in Japan.

____ 4. The examples describe current events.

____ 5. The examples describe historical events.

II.

1. Describe a special way of telling time in the United States. Write your description below.

_____

_____

_____

_____

Answer the following questions with a "yes" or "no." Give a reason for your answer.

____ 2. This description identifies an experience of time common in American culture.

REASON _____

_____

____ 3. This description is of a way of telling time shared in Japan.

REASON _____

_____

____ 4. This description is of a way of telling time shared in China.

REASON _____

_____

____ 5. This description is a way of telling time shared in India.

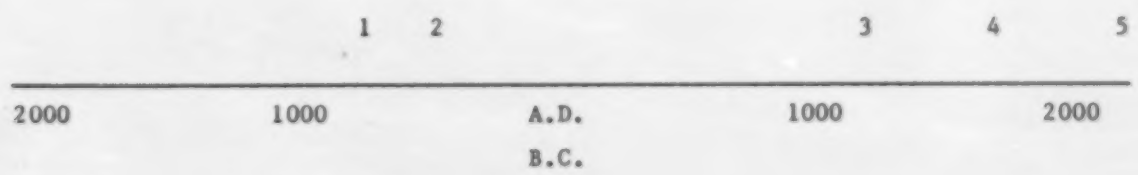
REASON _____

_____

17. Making a Timeline of Asian History

Description: A timeline of Asian history identifies events on a vertical or horizontal line. The line is divided into equal units which represent the same number of years. Each event is noted on the line by a label and date. The label may be several words or a symbol. The words which briefly identify the event. The symbol, usually a letter or a number, is explained by a key placed below the line. The date is usually identified according to the Christian calendar. Dates indicated by the abbreviation A.D. indicate the number of years after the birth of Christ. Dates indicated by the abbreviation B.C. indicate the number of years before the birth of Christ. In Asian cultures, however, dates are according to other calendars developed from different traditions.

An example of a timeline of Asian history is noted below.



Key

1 = Buddha was born in India (563 B.C.).

2 = Confucius was born in China (551 B.C.).

3 = Mongols ruled China (1260 - 1368 A.D.).

4 = Commodore Perry visited Japan (1854 A.D.).

5 = The People's Republic of China was established (1949 A.D.).

Test Yourself:

I. Use the above timeline. Determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

____ 1. The timeline is an example of a vertical timeline.

____ 2. The timeline is divided into equal units of five years.

____ 3. Each event on the timeline is identified by a date.

____ 4. Each event on the timeline is identified by a label.

____ 5. Most of the events occurred during the history of the United States.

II.

1. Make a horizontal timeline which identifies five important events in Asia which have occurred during your lifetime. Draw the timeline below.

Using your timeline, answer the following questions with a "yes" or "no."

____ 2. Is the timeline divided into equal units?

____ 3. Is each event on the timeline identified by a date?

____ 4. Is each event on the timeline identified by a label?

5. Make a vertical timeline which identifies five important events in Southwest Asia.

18. Assessing Similar Ideas in Asia and the United States

Description: Similar ideas in Asia and the United States are shared ideas. These include ideas about everyday life, customs, ways of making a living, art, and religion. They are prompted by a common experience, need, sense of values, or environment. They can be identified by comparing similar words, images, interpretations, examples, and recognitions. Ideas which are not shared are different ideas. Different ideas are prompted by a distinctive experience, need, sense of values, or environment. They can be identified by contrasting different words, images. Interpretations, examples, and recognitions.

Two examples which describe the idea of angels are noted below. The first example is from the United States, the second from India.

> Ye watchers and ye holy ones, Bright seraphs, cherubim, and thrones, Raise the glad strain, Alleluia! Cry out, dominions, princedoms, powers, Virtues, archangels, choirs, Alleluia. Alleluia. . . .
>
> Stars of the morning, so gloriously bright, Filled with Celestial resplendence and light, These that, where night never followeth day, Raise the 'Thrice Holy Lord!' ever and eye:
>
> These are thy ministers, these dost thou own, Lord God of Sabaoth, nearest thy throne; These are thy messengers, these dost thou send, Help of the helpless ones, man to defend.

> Agni I praise, the household priest, God minister of sacrifice, Invoker, best bestowing wealth.
> Angni is worthy to be praised, By present as by seers of old: May he to us conduct the gods.
> Through Agni may we riches gain, And day by day prosperity Replete with fame and manly sons.
> . . . Whatever good thou wilt bestow, O Agni, on the pious man, That gift comes true, O Angiras.
> . . . As soon as he was in the highest heaven born, . . . His brilliant light illuminated Heaven and Earth.
>
> Ye raised the Sun to heaven by everlasting Law, and spread broad earth, the Mother, out on every side.
> Fair wealth of progery be yours, Angirases. Welcome the son of Manu, ye who are most wise.[17]

Test Yourself:

I. In the examples noted above, circle the following words: seraphs, cherubim, thrones, messengers, virtues, archangels. Use a dictionary to find out the meaning of these words.

Words	Definitions
seraphs	_____
cherubim	_____
thrones	_____
messengers	_____
virtues	_____
archangels	_____

Determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

____ 1. Angels are praised in the United States and India.

____ 2. Comparisons of the examples indicate similar words are used.

____ 3. The idea of angels in the United States and India is a similar idea.

____ 4. Similar ideas are identified by contrasting ideas in different cultures.

____ 5. Similar ideas are true ideas.

II. In American culture, over one hundred Christian hymns refer to angels. In Indian culture, over two hundred hymns refer to Angirases and Agni. Given this information, answer the following questions with a "yes" or "no." Give a reason for your answer.

____ 1. Angels and Angirases are similar ideas.

REASON _____

_____

____ 2. Angels and Angirases are probably common in everyday life.

REASON _____

_____

____ 3. Angirases are more popular in India than angels are in the United States.

REASON _____

_____

____ 4. India is more religious than the United States.

REASON _____

_____

____ 5. Hymns of praise reflect a similar sense of values in the United States and India.

REASON _____

_____

19. Correlating Events in Asia and Europe

Description: Events in Asia and Europe which are related to each other are correlated events. The relation between correlated events may be indirect or direct. Indirect relations are relations with an apparent connection between events. Direct relations are relations with a casual connection between events. Correlated events also share a similar sequence of occurrence. When one event occurs, a second event also occurs. When one event does not occur, the second event does not occur. When one event occurs sometimes and another event does not occur, the events are not correlated. When one event does not occur and another event occurs, the events are not correlated. When one event occurs sometimes and another event occurs sometimes, the events are probably not correlated.

An example of events in China and Rome which may be correlated is noted below. The events were the wars in Rome and China (58 B.C. - 107 A.D.).

> Wars carried on by Rome against the kingdom of Bosporus, in Armenia, or on the borders of Syria, were followed by barbarian uprisings and invasions on the lower Danube and the lower Rhine, but before the advance of the Roman frontier to the Danube, uprisings in the Balkans occurred at various points from the eastern border of Macedonia to the head of the Adriatic.
>
> Wars in Chinese Turkistan (the Tarim basin) were followed by disturbances in Bactria, Hyrcania, at Ctesiphon and Seleucia, and by wars in which the Romans were involved either on the borders of Syria or in Armenia.
>
> Wars carried on by the Chinese against the Hsiung-nu in the eastern T'ien Shan (Turfan and Guchen) were followed by barbarian uprisings and invasions on the Danube between Vienna and Budapest.
>
> During the period under consideration no barbarian invasions occurred in Europe which were not preceded by the specified wars in Asia.[18]

Test Yourself:

I. In the above example, circle the events which occurred first.

Determine if the following statements are true o false. Mark a + if the statement is true. Mark a 0 if the statement is false.

____ 1. Wars in Rome and China (58 B.C. - 107 A.D.) were related to each other.

____ 2. The barbarian invasions in Europe occurred after wars in Asia.

____ 3. The relation between these events in Rome and China was direct.

____ 4. The circled events were the results of the other events.

____ 5. This example is an example of correlated events.

II.

1. Draw a diagram illustrating the sequence of events described above. Use an arrow to indicate relations between events.

Answer the following questions with a "yes" or "no."

____ 2. The events on the diagram are related.

____ 3. The events placed on the diagram before the arrow are causes.

____ 4. The events placed on the diagram after the arrow are results.

5. State a conclusion which correlates these events.

_____

_____

_____

_____

_____

20. Reviewing the History of Asia

Description: In reviewing the history of Asia, facts about dates are especially important to recall. These facts indicate when an important event occurred. Dates may be indicated by month, day, year. In American books, dates are usually identified according to the new Christian calendar. A common practice is to omit the designation of A.D. in identifying modern dates. Dates are useful in organizing the sequence of events. Dates are also useful for distinguishing cause from effect among events. Different people use different calendars. As a result, dates are not always precise indicators of when events occurred. But an event is always identified by when it happened.

Examples of important dates in the history of Asia are noted below in three groups.

Group 1	Group 2	Group 3
221 B.C.	544 B.C.	710 A.D.
202 B.C.	327 B.C.	794 A.D.
590 A.D.	273 B.C.	1192 A.D.
960 A.D.	1487 A.D.	1133 A.D.
1368 A.D.	1510 A.D.	1601 A.D.
1644 A.D.	1813 A.D.	1868 A.D.
1840 A.D.	1857 A.D.	1926 A.D.
1912 A.D.	1947 A.D.	1941 A.D.
1945 A.D.	1965 A.D.	1945 A.D.
1976 A.D.	1971 A.D.	1951 A.D.

Test Yourself:

I. In the above list, dates in Group 1 refer to events in the history of China. Dates in Group 2 refer to events in the history of India. Dates in Group 3 refer to events in the history of Japan. Circle two dates from each group. Write the dates below and identify each with an event.

Dates	Events

Determine if the following statements are true or false about these dates. Mark a + if the statement is true. Mark a 0 if the statement is false.

____ 1. These dates are important facts in the history of Asia.

____ 2. These dates are identified according to the new Christian calendar.

____ 3. These dates are identified by month, day, and year.

____ 4. Everyone would probably agree that these events occurred on these dates.

____ 5. These dates indicate where the events occurred.

II.

1. Choose two other dates from each group. Determine an important event which occurred on each date.

Dates	Events

Answer the following questions with a "yes" or "no."

____ 2. These dates indicate when the events occurred.

____ 3. These dates are identified by year.

____ 4. These dates refer to important facts in the history of Asia.

5. Make a fourth group of ten dates in the history of Southeast Asia. Determine an important event which occurred on each date.

Checklist

Directions: Answer the following questions with a: Y for "yes," if you can perform this skill; N for "no," if you cannot perform this skill; S for "sometimes," if you can perform this skill sometimes.

I

In reading materials on Asia, can you:

____ 1. define terms?

____ 2. identify keywords?

____ 3. classify sources into primary and secondary sources?

____ 4. answer information questions?

____ 5. answer objective questions?

II

In applying critical thinking about Asia, can you:

____ 6. make retrieval charts?

____ 7. solve wordmazes?

____ 8. compare economic units?

____ 9. determine important facts?

____ 10. judge values?

III

In interpreting the geography of Asia, can you:

____ 11. describe the regions of Asia?

____ 12. draw inferences about the location of Asia?

____ 13. assess similar places in Asia?

____ 14. view Asia in the News?

____ 15. review major topics?

IV

In understanding the history of Asia, can you:

____ 16. tell time according to Asian tradition?

____ 17. make a timeline of Asian history?

____ 18. assess similar ideas in Asia and the United States?

____ 19. correlate events in Asia and Europe?

____ 20. review major topics?

Test

1. In a textbook Asian studies terms are usually defined in a/an:

   A. index;

   (B.) glossary;

   C. table of contents;

   D. appendix.

2. Probably the best way to recall the meaning of terms is to:

   A. memorize the definition given by the textbook;

   (B.) make up a definition in your own words;

   C. reread the chapter before a test;

   D. consult the dictionary.

3. Keywords are words which describe:

   A. government;

   B. economy;

   C. everyday life;

   (D.) all of the above.

4. Keywords are words which communicate:

   A. bias;

   B. attitudes;

   (C.) major beliefs;

   D. when an event occurred.

5. An example of a secondary source is a:

   A. telecast of a football game;

   (B.) Dictionary of Asian History;

   C. newspaper reporter's report on an interview;

   D. speech by Mao to the Red Guards.

6. A primary source of information is a source written:

   A. before an event;

   (B.) at the time of an event;

   C. after an event;

   D. by a historian.

7. Answers to "when" questions usually include information about:

   (A.) dates;

   B. locations;

   C. reasons;

   D. significant persons.

8. Answers to "where" questions usually include information about:

   A. dates;

   (B.) locations;

   C. reasons;

   D. significant persons.

9. "Objective" questions are questions which have:

   A. more than one answer;

   B. several answers;

   (C.) only one answer;

   D. true/false answers.

10. Short answer questions are answered by determining the:

   A. true answer;

   B. only correct answer;

   C. correct matching answer;

   (D.) appropriate answer in a few words.

11. An efficient device to note facts on a single topic is a:

    A. graph;

    (B.) chart;

    C. table;

    D. primary source.

12. A retrieval chart provides enough information for the user to make a:

    A. listing of facts;

    B. value judgements;

    (C.) generalization;

    D. reliable statement.

13. Wordmazes are mazes of letters which camouflage:

    (A.) words;

    B. numbers;

    C. dates;

    D. places.

14. Words in a wordmaze may be spelled in all of these ways except:

    A. correctly;

    (B.) incorrectly;

    C. in reverse order;

    D. diagonally.

15. The largest economic unit in Asia is:

    (A.) Japan;

    B. People's Republic of China;

    C. India;

    D. United States.

16. Ranking of nations with corporations in Asia results in:

A. higher rankings of corporations;

B. considerable variations in rankings;

C. lower rankings of corporations;

(D.) little variations in rankings.

17. Important facts can be more efficiently recalled by:

A. memorizing the assigned reading;

(B.) writing notes for review;

C. rereading the textbook;

D. making a list.

18. Important facts are often indicated by:

A. a list of illustrations;

B. the appendix in a textbook;

(C.) words printed in bold print;

D. the preface to a book.

19. Standards on which judgements are based are known as:

A. double standards;

B. test standards;

(C.) criteria;

D. facts.

20. Principles are stated by listing all the relevant:

A. facts;

B. logical steps;

C. primary and secondary sources;

(D.) criteria.

21. Regions of Asia include all of the following except:

A. East Asia;

B. South Asia;

C. Southeast Asia;

(D.) Eurasia.

22. Regions in Asia are defined by:

(A.) natural features;

B. logic;

C. value judgements;

D. the United Nations.

23. Inferences are based upon:

(A.) facts;

B. hints;

C. guesses;

D. implications.

24. Inferences are based upon:

A. geography;

(B.) evidence;

C. ideas;

D. dates.

25. The Great Wall, Grand Canal, Yellow River, Yangtze River are located in:

A. Republic of China;

B. India;

C. Japan;

(D.) People's Republic of China.

26. Which place does not belong in the following group: Burma, Cambodia, China, Malaysia, and Indonesia?

A. Cambodia;

(B.) China;

C. Malaysia;

D. Indonesia.

27. Places in the News are reported by:

A. newspapers;

B. radio;

C. television;

(D.) all of the above.

28. More money is spent per capita on military security in:

A. East Asia;

B. Southeast Asia;

(C.) Southwest Asia;

D. South Asia.

29. China, India, and Japan are examples of:

A. the "third world";

B. large nations;

C. allies of the United States;

(D.) Asian nations.

30. A major city of Asia would most likely be located near:

A. an important mountain;

B. coal and iron mines;

C. energy sources;

(D.) a river.

31. Ways of telling about time include all of the following except:

A. history;

B. poetry;

(C.) mathematics;

D. philosophy.

32. Telling about time in Asia is distinctive to a particular:

A. region;

B. nation;

C. continent;

(D.) culture.

33. A timeline is used to identify:

A. population;

B. rainfall;

(C.) dates;

D. cities.

34. On a timeline of Asian history, one inch was equivalent to the time from unification of China to the birth of Christ. How many inch(es) would be equivalent to the time from the birth of Christ to now?

A. one inch;

B. five inches;

(C.) ten inches;

D. twenty inches.

35. Similar ideas are ideas prompted by all of the following <u>except</u> a:

A. common experience;

B. common need;

(C.) common date;

D. common geography.

36. Ideas shared by two cultures about everyday life are:

A. different ideas;

B. odd ideas;

C. contrasting ideas;

(D.) similar ideas.

37. Correlated events are events which are:

A. contrasted to each other;

B. compared to the United States;

C. compared to Asia;

(D.) related to each other.

38. In Asia, a new year began:

A. at Christmas;

B. with a new emperor;

C. September 1;

(D.) all of the above.

39. The United States defeated Japan in World War II during the:

A. 18th century;

B. 19th century;

(C.) 20th century;

D. 21st century.

40. Which of the following period was/is longer:

(A.) period of ancient history;

B. period of medieval history;

C. period of modern history;

D. period of United States history.

Notes

1 For current information on the fate of Kampuchea and other nations of Asia, see the Asia Yearbook (Hongkong: Far Eastern Economic Review, Annual).

2 Other ways are suggested by Leonard Kenworthy Studying China (New York: Columbia, 1975).

3 National Assessment of Education Progress Changes in Social Studies Performance, 1972-1976 (Denver, Colorado: National Assessment of Educational Progress, 1978) pages 17-18.

4 Illustrative of this discussion is June R. Chapin and Richard E. Gross Teaching Social Studies Skills (Boston: Little, Brown and Company, 1973); Jack Cousins Status and Effectiveness of Social Studies Skills Programs 1976 ED 137208; Barry K. Beyer Back-To Basics (Boulder, Colorado: Social Science Educational Consortium, 1977); Barbara J. Winston and Charlotte C. Anderson in Skill Development in Elementary Social Studies (Boulder, Colorado: Social Science Education Consortium, 1977); and the special issue of the Indiana Social Studies Quarterly Winter 1979-1980 32:3 on teaching skills in social studies. The identity crisis in elementary and middle school social studies is discussed by William W. Joyce and Janet Alleman-Brooks in "Resolving the Identity Crisis in Elementary and Middle School Social Studies" Journal of Research and Development in Education 13:2 1980 pages 60-71.

5 The 1963 Yearbook of the National Council for the Social Studies (Washington D.C.: NCSS, 1963) identifies shared and primary skills. Some of these skills are discussed in the 1970, 1971, 1975, and 1976 Yearbooks. The NCSS Bulletin 54 1977 includes discussion of skills education in the context of teaching world history.

6 The inquiry and discipline models of thinking are described by I. A. Snook in "Teaching Pupils to Think" Studies in Philosophy and Education #2 1973 pages 146-162.

7 Representative learning activities are described in Focus on Asian Studies and Papers of the Service Center for Teachers of Asian Studies; "Global Perspectives Through Asian Experiences: Intercom #89 June 1978; and Seymour Fersh Asia (New York: Teachers College Press, 1978).

8 "Decision-making" was the focus of the 1977 Yearbook of the National Council for the Social Studies (Washington D.C.: NCSS, 1977).

9 Unlike most recommended learning activities for skill development, the exercises recommended by Jeff Feuerman et al Manual of Exercises for Developing Social Studies Skills (Albany, New York: Bureau of Elementary Curriculum Development, 1974) include one example pertinent to Asia in regard to interpreting cartoons. The example is a cartoon on the "Dismemberment of China" published in 1900.

10 Typical geography learning activities include reviewing latitude, longitude, and world regions. Typical history learning activities include using the calendar, and classifying events according to ancient, medieval, and modern times.

11 The pitfalls in processing historical information with uniform devices is discussed by Elizabeth L. Eisenstein in "Clio and Chronos" History and the Concept of Time (Middleton, Connecticut: Wesleyan University Press, 1966).

12 Several of these learning acribities are discussed further by Brother Raymond Antolik in "Bamboo: Strategies for Teaching about Aspects of Asian Cultures" Social Education February 1978 pages 144-146.

13 These procedures follow closely the Oregon Direct Instruction model derived from recent correlational studies on reading and mathematics instruction in the elementary grades. This model is described by Barak Rosenshine and Linda Meyers in "Staff Development for Teaching Basic Skills" Theory Into Practice June 1978 pages 267-271.

14 Margaret Anne Sood The Urban Middle Class Family in India (New Delhi: Educational Resources Center, 1974) page 11.

15 Adapted from Robert O. Ballou editor World Bible (New York: Viking, 1944).

16 These views are different examples of Haiku drawn from John Meskill Japanese Viewpoints (New York: Japan Society, 1960).

17 Selections drawn from the Lutheran Service Book and Hymnal (Minneapolis: Augsburg, 1965) and Hymns from of the Rig Veda (Veransi: Chowkhamba, 1963).

18 Adapted from Frederick J. Teggart Rome and China (Berkeley, California: University of California, 1939).

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1.	Seymour Fersh Asia (New York: Teachers College, 1978) Chapter 2.
2.	Raymond Williams Keywords (New York: Oxford University Press, 1976).
3.	National Council for the Social Studies "Teaching World History" Bulletin 54 (Washington D.C.: NCSS, 1978) Chapter 5.
4.	Norris M. Sanders Classroom Questions (New York: Harper & Row, 1966).
5.	Norman E. Gronlund Preparing Criterion-referenced Tests for Classroom Instruction (New York: Macmillan, 1973).
6.	Yearbook on International Communist Affairs (Stanford: Hoover Institution Press, 1976).
7.	James Hantula "WORDMZ" The History Teacher August 1977, pages 587-594.
8.	"Top 100 Nations, Companies" Des Moines Register June 14, 1980.
9.	Leonard S. Kenworthy Studying China (New York: Teachers College, 1975).
	_____; Studying India (New York: Teachers College, 1975).
	_____, Studying Japan (New York: Teachers College, 1975).

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10.	National Council for the Social Studies Yearbook 41 (Washington D.C.: NCSS, 1971).
11.	Ginsberg, Norton The Pattern of Asia (New York: Prentice-Hall, 1958).
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13.	Alice C. Andrews "The Concept of Analogy in Teaching Geography" Journal of Geography September/October 1977, pages 167-169.
14.	Geoffrey P. Mason and Edward E. Owen "The Most Visible Countries and Cities" Journal of Geography May 1971 pages 260-262.
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19.	Maria Penkala A Correlated History of the Far East (Tokyo: Tuttle, 1966).
20.	S.H. Steinberg Historical Tables (New York: Houghton Mifflin, 1973).